



## Attention Deficit Disorder

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### ADD without Hyperactivity

There are major differences between ADD and ADHD.

*(For the purposes of explanation, this article will refer to girls having ADD and boys having ADHD. However, this is not to mean that girls cannot be hyperactive and boys cannot have ADD without hyperactivity. It is used for simplicity in explanation only.)*

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Much has been written about ADHD, and the majority of it conjures a picture in our minds of Dennis the Menace, the little boy that gets into everything, knocks over anything that can possibly fall, talks incessantly and jumps onto rather than sits down on the sofa.

We all know the child well, and at the stores we think we can spot the child with ADD. It is the little boy running up and down the aisles, the one whose mother looks exasperated and apologetic for her child's behavior. But how about the little girl walking so quietly next to her mother, seeming to be shy and withdrawn but extremely polite, afraid to speak up and during a conversation looks confused and lost. Would you consider the possibility that the little girl might also have ADD? Probably not.

ADD and ADHD can both be difficult and cause distractibility, forgetfulness, disorganization, difficulty following rapid conversations, and low self esteem. Both can cause difficulty in completing school work and assignments in a timely manner. Either can affect an individual's ability to keep track of their belongings or to keep track of time.

However, there are some major differences between ADD and ADHD. [Bev Price](#), on her website, lists some important characteristics of both.

### ADD Characteristics:

Sluggish

Honors other's boundaries

Obedient

Underassertive

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**ADHD Characteristics**

Physically Hyperactive

Impulsive

Intrusive

Rebellious

Bossy

Irritation

Show Off/Egotistical

Attracts friends but doesn't easily bond

More prone toward Oppositional Defiant Disorder or Conduct Disorders

Since girls with ADD are many times very polite and quiet, their ADD may go unnoticed and undiagnosed for years. They may silently struggle and are many times very sensitive to criticism and very emotional, causing a great deal of inner turmoil. While their hyperactive counterparts seem relatively untouched by stress around them (although this may not be true), bouncing around as if nothing mattered, the girls with ADD have a very low tolerance for stress and can become even more withdrawn, feeling as if they are not good at anything.

**So what do you do to help the individual with ADD?**

[Advance Magazine](#) offers the following suggestions:

**To Help your child with ADD**

**Learning to establish a "quiet zone" in their life**

Whether shy and withdrawn, or hyper and impulsive, these girls often feel emotionally overwhelmed. They need to learn stress management techniques from an early age, and to understand that they need emotional "time out" to regroup after an upset.

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**Try to minimize corrections and criticism**

Too often parents, with the best of intentions, shower ADD girls with corrections and criticisms. "Don't let them hurt your feelings like that." "You'd forget your head if it wasn't attached to your shoulders." "How do you expect to go to college with grades like that?" These girls, whether loud and rebellious, or shy and retiring, typically suffer from low self-esteem. Home is an important place to refuel, and to rebuild the confidence that is so frequently eroded during the day at school.

**Help them look for ways to excel**

Girls with ADD typically feel that they are "not good at anything." Their distractibility, impulsivity and disorganization often results in mediocre grades. Likewise, they often don't have the stick-to-itiveness to develop skills and talents like many of their friends. Helping them to find a skill or ability, and then praising them and recognizing them for it are terrific positive boosts. Often the life of an adolescent girl with ADD reaches a positive turning-point when she is lucky enough to find an activity to feel good about.

**To Help Yourself, as an Adult with ADD:****Give yourself a break!**

Often the biggest struggle is an internal one. Societal expectations have been deeply ingrained in many women. Even if a loving husband said "Don't worry about it," they would place demands upon themselves. Breaking out of a mold that doesn't fit can take time and effort. Psychotherapy with a therapist who really understands your ADD issues may be enormously helpful to shed your impossible expectations of yourself.

**Educate your husband about ADD and how it affects you.**

Your husband may feel anger and resentment toward an ill-kept house or badly-behaved children, assuming that you "just don't care." He needs to appreciate the full brunt of ADD's impact upon you. Get him on your side, strategizing about ways to make your life at home more ADD-accommodating, and ADD-friendly.

**It's only spilled milk!**

Try to create an "ADD-Friendly" environment in your home. If you can approach your ADD, and that of your children, with acceptance and good humor explosions will decrease, and you'll save more energy for the positive side of things.

**Simplify your life.**

You are probably overbooked and chances are your children are too. Look for ways to reduce commitments so that you're not always pressed and hurried.

**Don't hang around women who can't understand your problems.**

So many women describe friends or neighbors who make them feel terrible by comparison whose houses are immaculate, whose children are always clean, neat and well-behaved. Don't put yourself in situations which will send you back toward impossible expectations and negative comparisons.

**Build a support group for yourself.**

One woman with ADD related that housework was such drudgery for her that she often couldn't bring herself to do it. One of her techniques, however, was to invite a friend, who shared similar tendencies, to keep her company while she completed some particularly odious task.

**Build in "time-outs" daily.**

Time-out's are essential when you have ADD and are raising children. It's easy to not find time for them, though, because they require planning. Make them routine so that you don't have to keep planning and juggling. For example, ask your husband to commit to two blocks of time on the weekend when he will take the kids away from the house without you. Arrange for a regular baby-sitter several times a week.

**Don't place yourself in burnout.**

One mother of two ADD children, who was doing a great job of parenting her children, was also able to recognize her limitations. With two such challenging children she arranged for summer sleep away camp for a month each summer. She also arranged for brief visits, one at a time, to grandparents. This allowed her to spend time with each son without his having to compete with his brother.

**Eliminate and delegate.**

Look at things that you require of yourself at home. Can some of these things be eliminated? Can you find a way to afford to hire to have some of them done?

**Learn child behavior management techniques.**

On the outside looking in it may be easy for other parents to judge you if your children misbehave. What any parent of an ADD child knows is that they don't respond to the usual admonishments and limits the way non-ADD kids do. You've got a super-challenging job. Get the best training you can find. There are numerous excellent books on behavior management techniques for children with ADD.

**Get help for PMS or Menopausal Symptoms**

They are likely to be more severe than in other women. Managing the destabilizing effect of your hormonal fluctuations is a critical part of managing your ADD.

**Focus more on the things you love.**

There are many aspects of keeping a house and raising children which are rewarding and creative. Look for positive experiences to share with your children. Women with ADD who feel they are "driven crazy" by the frequent interruptions of their children, who need to take time alone to ease frayed nerves, who fear being labeled as "poor housewives" and "bad mothers" need to understand and accept themselves and their ADD. They also need to be understood and accepted by their husbands, their families and friends. These are women with ADD struggling valiantly against demands which are difficult if not impossible to meet. They need to learn not to measure their success in terms of made beds and washed dishes, but to celebrate their gifts - their warmth, their creativity, their humor, their sensitivity, their spirit. And they need to look for people who can appreciate the best in them as well.

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[www.viableherbalsolutions.com](http://www.viableherbalsolutions.com)

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## Research Results Showing Comparisons of Characteristics Exhibited From ADD/WO and ADD/H

**Differences Between ADHD and ADD (Zgonc, 1996)**

|                                       | Trait                  | ADHD                                   |
|---------------------------------------|------------------------|--|
| ADD                                   | Decision Making        | Impulsive                              |
| Sluggish                              | Boundries              | Intrusive, Rebellious                  |
| Honors Boundries, Polite, Obedient    | Assertion              |  |
| Underassertive, Overly Polite, Docile | Attention Seeking      |  |
| Modest, Shy, Socially Withdrawn       | Popularity             |  |
| Bonds but doesn't Attract             | Most Common Diagnostic |  |
|                                       |                        | Bossy, Irritating                      |
|                                       |                        | Show Off, Egotistical, Best at Worst   |
|                                       |                        | Attracts New Friends but doesn't Bond  |
|                                       |                        | Oppositional Defiance Conduct Disorder |

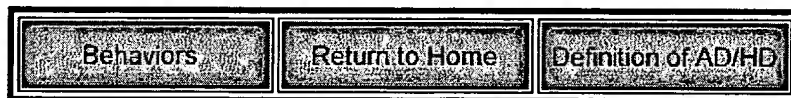
To date experimental literature on ADD without hyperactivity suggests three conclusions. "First factor analytic studies consistently indicate that covariation among the symptoms of ADD reflects two largely independent dimensions. One dimension consists of symptoms of motor hyperactivity and impulsive behavior, whereas the second dimension consists of symptoms describing inattention, disorganization and difficulty completing tasks" (Lahey, & Carlson, 1991, p. 110). Second, it is no longer in question that ADD without hyperactivity is a clinical entity. Third, studies have consistently suggested that children with ADD/WO differ from children with ADD/H in clinically important ways. "Children with ADD/WO are characterized by fewer serious conduct problems, less impulsivity, greater sluggishness, greater anxiety, and greater depressed mood" (Lahey & Carlson, 1991, p. 110). "Children with ADD/WO tend to be unpopular with their peers, are often perceived as socially withdrawn, but are less likely to be actively rejected than children with ADD/H" (Lahey & Carlson, 1991, p. 110).

Studies have suggested that social and behavioral patterns of children with ADD/WO differ from those children with ADD/H. "Children with ADD/H have been found to be more likely to be characterized by aggression/conduct problems and peer rejection, whereas children with ADD/WO are characterized as shy, unhappy, anxious, and socially withdrawn" (Lahey & Carlson, 1991, p. 115).

Results indicated children with ADD/H exhibited cognitive deficits, poor response to changes in routine, low self-esteem and increased antisocial behavior. ADD/WO received high ratings on social withdrawal, lower ratings on happiness, unpopularity, and aggression than ADD/H. They also displayed low self-esteem and cognitive deficits. Children with ADD/WO did not exhibit intractability, impulsivity, or increased antisocial behavior. (Lahey & Carlson, 1991).

Children with ADD/H and ADD/WO did not differ in the extent their academic achievement scores fell below their tested intelligence scores (Lahey & Carlson, 1991). At this time Lahey suggests that both children with ADD/H and ADD/WO experience observable difficulties in school performance "but do not differ in the degree of this form of impairment" (Lahey & Carlson, 1991, p. 117).

Lahey studied the cognitive performance between the groups. "Children with ADD/H were more likely to be rated as irresponsible, sloppy, impulsive, distractible, and likely to answer without thinking. ADD/WO were more likely to be rated as sluggish and drowsy" (Lahey & Carlson, 1991, P. 118). Studies suggest that children with ADD/WO may respond favorably to stimulant medication in the same manner as children with ADD/H. It is believed they will respond at a lower dosage (Lahey & Carlson, 1991).



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